

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Revised 3/13/2006

Cover Sheet

Type of School: (Check all that apply) ☒ Elementary ☐ Middle ☐ High ☐ K-12 ☐ Charter

Name of Principal Mrs. Sonja Wagner

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Davis Creek Elementary

(As it should appear in the official records)

School Mailing Address 6330 Davis Creek Road

(If address is P.O. Box, also include street address)

Barboursville

City

WV

State

25504-9655

Zip Code+4 (9 digits total)

County Cabell

State School Code Number* 012224

Telephone (304)733-3024

Fax (304)733-3049

Website/URL http://davis creek.cabe.k12.wv.us

E-mail davis creek_cabe@access.k12.wv.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date February 2, 2006

Name of Superintendent* Mr. William Smith

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Cabell County

Tel. (304)528-5000

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board

President/Chairperson Mr. Ted Barr

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|-----------|---------------------|
| <u>20</u> | Elementary schools |
| <u>6</u> | Middle schools |
| <u>0</u> | Junior high schools |
| <u>2</u> | High schools |
| <u>2</u> | Other |
| <u>30</u> | TOTAL |

2. District Per Pupil Expenditure: \$8194.89
- Average State Per Pupil Expenditure: \$8030.14

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
- ☐ Suburban school with characteristics typical of an urban area
- ☐ Suburban
- ☒ Small city or town in a rural area
- ☐ Rural

4. 18 Number of years the principal has been in her/his position at this school.

 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K	15	22	37	8			
1	10	15	25	9			
2	12	15	27	10			
3	13	8	21	11			
4	14	12	26	12			
5	23	15	38	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							174

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------|----------------------------------|
| <u>98</u> | % White |
| <u>2</u> | % Black or African American |
| <u>0</u> | % Hispanic or Latino |
| <u>0</u> | % Asian/Pacific Islander |
| <u>0</u> | % American Indian/Alaskan Native |
| 100% | Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 6 %
2004-2005

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	8
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	2
(3)	Total of all transferred students [sum of rows (1) and (2)]	10
(4)	Total number of students in the school as of October 1	174
(5)	Total transferred students in row (3) divided by total students in row (4)	.06
(6)	Amount in row (5) multiplied by 100	6

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient

Number of languages represented: 0
Specify languages:

9. Students eligible for free/reduced-priced meals: 41 %

Total number students who qualify: 71

10. Students receiving special education services: $\frac{22}{38}$ %
Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>2</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> </u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u>16</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u>11</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>7</u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>12</u>	<u> </u>
Special resource teachers/specialists	<u>1</u>	<u>6</u>
Paraprofessionals	<u> </u>	<u> </u>
Support staff	<u>8</u>	<u>1</u>
Total number	<u>22</u>	<u>7</u>

12. Average school student-“classroom teacher” ratio, the number of students in the school divided by the FTE of classroom teachers: 15:1

13. Attendance Patterns of Teachers and Students as Percentages:

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	97%	98%	95%	97%	95%
Daily teacher attendance	91%	91%	95%	94%	94%
Teacher turnover rate	1%	0%	0%	1%	0%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

Davis Creek Elementary is part of the Cabell County School District, with a longtime standing tradition of excellence in education. Our school is small, but our expectations are great. We believe that our school philosophy of establishing high expectations and placing a priority on the core academics ensures success for all students, regardless of socio-economic status, physical or mental disabilities, or culturally diverse backgrounds.

We believe our academic success over the years starts with great families as well as outstanding leadership, teachers, and support staff at Davis Creek Elementary. We are fortunate to have strong leadership and talented, highly skilled, dedicated staff members who actively cultivate a nurturing learning environment. At Davis Creek Elementary, we believe that the student must be at the center of everything we do. Every adult is responsible for maximizing the learning potential of every child. Thus, the staff supports a systemic approach to teaching, incorporating a variety of research-based styles, strategies, and techniques to advance each student to the next level of learning.

Davis Creek Elementary serves 169 students. Twenty-four percent of our students have identified disabilities, and thirty-eight percent are from disadvantaged backgrounds with a school mobility rate of six percent. Our school serves all of the districts severe/profound elementary students and part of the moderate population. Although these students live outside of Davis Creek School district, they are accepted as part of our school community. To ensure that all children are successful, the staff and administration are continually assessing students and modifying the curriculum to meet the needs of our special education population.

Davis Creek Elementary School is located just outside of a small town in rural southwestern West Virginia. The school is predominantly white with a low-to-middle class population and a high percentage of students with disabilities. The values of the community are conservative. Parents traditionally hold high expectations for their children regarding education. A tremendous pride in the school exists among parents, staff, students, and community. Many of our children are transfer students because they prefer to be at our school. Our school is a safe, cheerful place where teachers, staff, and administration work together to see that every student is given an opportunity to grow and develop into the finest and most productive person he or she can be. Eight years ago our school implemented the first Extended Day Program in the school district for our students. The program is totally economically self-supporting and approved by the Department of Human Services. Our school is located in a working class community with a tremendous need for after school child care. One of our classroom teachers works in the Extended Day Program to provide tutoring, help with completion of homework assignments, and to enrich academic skills through technical education. We truly care about our students and want to see each child succeed.

Our vision at Davis Creek Elementary is to create a positive and nurturing environment where all students and staff actively participate in the learning process. This positive learning environment motivates both students and staff members by providing a foundation for continuous learning where students develop life skills, as well as respect for themselves and others. Our mission is to empower all students to reach their highest potential by working with parents to provide a learning environment conducive for life-long learners and responsible citizens.

We take pride in recognizing the small steps individuals make toward excellence, as we focus on each child reaching proficiency in all subject areas. Monthly, six week, and semester recognition and awards are presented for academic improvement, attendance, good citizenship, and overall achievement. Davis Creek Elementary has earned the title of a West Virginia Exemplary School for the last four years and the President's Challenge State Champions for the last two years. The students, staff, and parents are honored

each year for these great accomplishments with an all day activity based “**Celebrate Our Success Day**” at the 4H Camp Grounds. As professional educators we understand it is imperative that we must all work together to ensure that no child is left behind.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Prior to 2003, Davis Creek Elementary School assessed the students using Stanford Achievement Test, 9th Edition (SAT-9). In total basics skills (mathematics and reading/language arts) our students scored above the 87th percentile and less than 2% of our students were in the first quartile in grades three, four, and five.

Beginning in the 2003-04 school year Davis Creek Elementary and all West Virginia schools changed testing formats from the SAT-9 to West Virginia’s newly adopted assessment, WESTEST, a criterion-referenced test. The West Virginia Educational Standards Test (WESTEST) is a customized test aligned to West Virginia’s Content Standards and Objectives. All students in grades 3, 4, and 5 took this test in the spring of 2004 and again in the spring of 2005. Schools were provided reports that analyzed student performance in content areas, grade levels, and mastery of content standards by sub-groups. The five levels of performance were *distinguished, above mastery, mastery, partial mastery, and novice*. Mastery correlates with the federal term, “proficiency.” The Alternate Assessment results are the same level of performance as the WESTEST, however; this test was designed for students with significant cognitive/mental impairments and may be administered only by recommendations from the IEP team. WESTEST and Alternate Assessment disaggregated the school’s performance by race/ethnicity, special education, and economically-disadvantaged students.

All student performance at Davis Creek was high in the area of reading/language arts. Our percentage of students attaining mastery and above was 94%. The percentage of white students attaining mastery and above in reading/language arts was 94%. The percentage of black students attaining mastery and above in reading/ language arts was 100%. The percentage of special education students attaining mastery and above in reading/language arts was 100% and our economically disadvantaged group scored 89%.

All student performance at Davis Creek was also high in mathematics. Our percentage of students attaining mastery and above was 93%. The percentage of white students attaining mastery and above in mathematics was 93%. The percentage of black students attaining mastery and above in mathematics was 100%. The percentage of special education students attaining mastery and above in mathematics was 87% and our economically disadvantaged group scored 89%.

Davis Creek Elementary School has met the criteria for West Virginia Exemplary School status for four consecutive years. Since the implementation of NCLB, Davis Creek has also continually met all standards for Adequate Yearly Progress. In addition to the academic progress of students at Davis Creek Elementary, we were selected for the West Virginia Presidential Fitness champions for the past two years.

This information may be obtained from the West Virginia Department of Education website at www.wvde.state.us under the subheading “WESTEST.”

1. **Using Assessment Results:** Our school uses assessment data to understand and improve student and school performance.

Assessment drives instruction at Davis Creek Elementary School. WESTEST and the Alternate Assessment serve as a framework for the total curriculum. Our school analyzes all areas of student assessment data at the beginning of each school year to understand and improve student and school performance. Students' performances on the WESTEST are used to guide school improvement and instruction. Based on this data, we have improved reading strategies, and have provided more hands-on and small group activities and higher order thinking skills within our instruction. These methods have been successful for our school and we now hold the distinction of being the highest achievers in reading/language arts in our county and second in math.

Informal assessments are also utilized on a daily basis by classroom teachers to help plan instructional math activities to improve student achievement. Our county has created and designed trimester benchmarks for all grades K-5 in the areas of reading and math. If it is determined that many of the students are having difficulty with a particular topic, the teacher provides a mini-lesson and additional activities to reinforce and develop this skill. Students who continue to struggle are provided extended learning opportunities such as reteaching and after school tutoring.

Grade level and building level meetings are held on a regular basis to review achievement and assessment results. When weaknesses are identified, teachers focus on the curriculum being taught and examine the instructional strategies being used to see how they can improve achievement and assessment results.

2. **Communicating Assessment Results:** Our school communicates student performance, including assessment data, to parents, students, and the community.

Ongoing communication with parents, students, and the community is the key to academic success for our school. We communicate our students' performance in many ways. Weekly reports, six week report cards, study guides, parent teacher conferences, school newsletters, e-mails, notes, telephone calls, school website, newspaper articles, "Open House," Parent Teacher Association meetings, and assignment notebooks all provide a means of communication between students, parents, and teachers at Davis Creek Elementary School. A variety of incentives are provided to reward student progress and success on a weekly and/or monthly basis.

The WESTEST, West Virginia Writing Assessment, and the Alternate Assessment scores are sent home to parents. In Special Education, the IEP committee uses the Alternate Assessment scores to determine the student's curriculum. The school counselor, classroom teachers, and/or the school principal meet with each child individually and conduct "test talks" to explain testing and to motivate maximum student achievement. Every parent receives a copy of the West Virginia Report Card issued by the West Virginia Department of Education for each specific school. This report compares our school's test scores, attendance, and teacher qualifications with every other school in the county and state. Our report card data is annually released to the local news media and is also shared in other school publications.

At Davis Creek Elementary School, we have an ***Open Door Policy*** that encourages and welcomes parents to visit classrooms, volunteer, to eat lunch or breakfast with their children, and to conference with teachers as needed.

3. **Sharing Success:** Our school has shared and will continue to share its successes with other schools.

Both our county and our state recognize Davis Creek Elementary School's reputation for academic excellence and high expectations. Academically our school has been recognized by the West Virginia Department of Education for achieving the Exemplary School status for four consecutive years, making Adequate Yearly Progress, and has continually been recognized as a High Achieving School. In the area of Physical Fitness, our school has been selected by the West Virginia Department of Education to receive the State Champion Award for the *President's Challenge Physical Activity and Fitness Award Program*. We have been the State Champion for two consecutive years.

The staff at Davis Creek Elementary is always willing and excited to share successes as well as challenges with their peers. We believe our strategy for success is defined by high expectations, high student achievement, narrowing the gap of all subgroups, high student attendance, involved parents and community members, and implementing programs for at-risk students to meet their needs. We gain a great deal of insight about what we will do next, when we discuss what works for us with others.

Our staff's expertise and achievements have been acknowledged through frequent requests for presentations on the local, state, and national levels. Grade level teachers from our school meet other teachers throughout the county to share successes. We collaborate with students and professionals at Marshall University, sharing ideas, techniques, and strategies.

The recognition of Davis Creek Elementary School by the No Child Left Behind Blue Ribbon Program is highly anticipated by our county, staff, students, and community. We understand the comprehensive processes that must be in place for success to occur for every student as we passionately embrace that process with others.

PART V – CURRICULUM AND INSTRUCTION

1. **Curriculum:** Davis Creek Elementary's curriculum. Outlining the core of each curriculum area and showing how all students are engaged with significant content based on high standards.

Approximately six years ago, Cabell County Schools prioritized the then current Instructional Goals and Objectives (IGOs), identifying "Essential" and "Compact" objectives. Three years later, the state refined and streamlined the IGOs into Content Standards and Objectives (CSOs). Our county responded by prioritizing the CSOs. With the advent of No Child Left Behind and WESTEST, the state's formal assessment, the county reviewed and made adjustments to the prioritized curriculum in response to the first administration of the WESTEST in 2004. All of the above factors provide the framework for the total curriculum, as assessment drives the instruction at Davis Creek Elementary School.

While a prioritized curriculum is a high yield strategy, another two such strategies are a curriculum pacing guide and informal benchmark assessments. In the spring of 2005, teams of teachers from each grade level, K-10, developed pacing guides for reading, language arts/English, and mathematics. These guides became the launching point for Davis Creek Elementary and all the county's three informal benchmark assessments, starting in November 2005.

Our school introduced balanced literacy as the basic reading program in 1998. Our teachers have received hundreds of hours of group and individual training in the core components of the program (guided reading, read alouds, shared reading, and individual reading) through district and school based training sessions. In addition, we have a literacy facilitator which provides coaching and demonstrations to encourage our

classroom teachers. In the past two years, our county has realized that, in spite of the emphasis and support for balanced literacy, some students were still not learning to read on grade level by the third grade. In July 2005, we begin an extensive training program for all classroom, special education, and Title 1 teachers in several intervention strategies and diagnostic tools: DIBELS, Phonemic Awareness, LiPs, and Recipe for Reading. Davis Creek Elementary is not a Title 1 school, so the county employed a part time teacher to be trained and administer the Phonemic Awareness Program to qualifying students.

At the same time the balanced literacy program was introduced at Davis Creek Elementary, a specific approach to writing, called *power writing*, was also initiated. With this approach, teachers teach a mini-lesson on a grammar concept, and then assign students a writing activity that applies this and other concepts. Power writing is a step-by-step approach to teaching students how to write complete sentences, meaningful paragraphs, and eventually, a fully-rounded essay. Davis Creek Elementary begins this process in first grade with sentence construction.

For the past six years, Davis Creek Elementary has used a textbook series developed by Dr. Brian Enright. This series focused on numerous hands-on approaches to learning basic mathematical concepts. Our current math books feature traditional math textbook along with supplemental standards-based math lessons. Our previous series assisted teachers in making smooth transition to standards-based math. In addition, extensive training has been provided to teachers through district-wide training sessions and assistance from our math facilitator.

Davis Creek Elementary provides science and social studies instruction as an extension of the reading program. Hands-on activities are then applied to help the students fully understand the concept.

Art, music, and physical education instruction is offered to all students in grades 1-5 in forty-five minute sessions once every three days by a certified teacher. Foreign language is not currently taught on a regular basis at our school.

The curriculum for our severe, profound, moderate and autism population is developed by an IEP team. The results from the Alternate Assessment and grade level content standards with modifications are used for each child's Individual Education Plan.

2a. (Elementary Schools) Reading: Our school's reading curriculum, including a description of why the school chose this particular approach to reading.

At Davis Creek Elementary balanced literacy is the core reading program as initiated by our county seven years ago. Each of the basic components of the program has a research base. However, because teachers make personal decisions regarding the selection of reading material and application of reading strategies, the program can not be research validated. This, however, does not discredit the program as our scores have continued to climb each year.

Nevertheless, some students are not responsive to this approach and need an approach to reading that is targeted to their specific weaknesses in reading. Thus, our county undertook a comprehensive approach to diagnosis and respond to these students' needs, each based on research-proved and validated assessments and programs. Each student is tested using the DIBELS assessment in the fall. Students who meet benchmark on the DIBELS assessment receive no interventions; receiving instruction only through the balanced literacy program. Students who do not meet the benchmark for their grade level are assessed further using other assessments to determine the best intervention program. These students still receive instruction in balanced literacy, but receive additional instruction through three research-based and proven intervention programs: LiPS, Recipes for Reading, and Phonemic Awareness.

3. **Mathematics, Science, Art, Etc.:** Our school uses other curriculum areas to teach essential skills and knowledge based on the school's mission.

Mathematics is an area where students must master essential skills to become successful citizens, and make the most of their potential to function in the 21st century. Davis Creek Elementary is currently using the Cabell County adoption of Houghton-Mifflin Math as the basic textbook to accomplish our goals. The mathematics program is rich with supplemental workbooks, skills based lesson plans, assessments, and Pathways to Success computer software to help achieve West Virginia Content Standards for all students. Each student is constantly assessed for mastery and re-taught as needed.

In addition to our Houghton-Mifflin Math program, we also use Compass Math software in our computer lab to solidify math skills for all students. Students are placed into the program based on their individual needs and careful review of student scores help advance student progress toward mastery of math skills.

Each classroom also participates in Dr. Enright's Math Fact Club, where student chant and memorize math facts, then take a weekly test to prove mastery. Another component of Dr. Enright's program are three stage lesson plans, where hands-on activities are used to carefully analyze and solve problems. Other research based programs, such as Drops in the Bucket and Mountain Math, are used as supplemental materials.

Our fifth grade math curriculum is enriched with a LEGO Mindstorms robotic program where students construct robots using a LEGO RCX computerized brick, motors, gears, and other LEGO elements, as well as program their movements through ROBOLAB software to accomplish challenges based on carefully constructed goals. Teams work together to accomplish the goals set out, and also discover the value of teamwork. Our fifth grade has had a FIRST LEGO League Robotic Team for three years that competed at the state level.

Our school has also obtained three NASA Space Grants to work with other LEGO sets that advance mathematics and science concepts. Davis Creek Elementary is the home of the Davis Creek Red Rover, a small robot with a camera for viewing the Cydonia, Mars landscape via our web site over the Internet. Students can drive our DC Red Rover from any Internet connection, view our Marscape, and "talk" with our students by typing back and forth. The site can be reached at: <http://davis creek.cabe.k12.wv.us> (Click on link half-way down the page.) This has opened our students to communicate with other students around the globe, thus allowing our students a global view of learning and solving problems.

4. **Instructional Methods:** Our school uses different instructional methods to improve student learning.

The consistently high level of student achievement attained at Davis Creek Elementary can be attributed to collaboration among our staff as well as quality of our highly trained teachers. Teacher turnover is essentially non-existent at our school. Our staff recognizes the need for differentiating instruction and is continually researching to find updated methods for reaching all students.

Teachers work together in planning instruction and analyzing student work to identify individual needs and learning styles. Our teachers are devoted to making sure our instructional methods are as varied as the needs of our student population. With less than 180 students; the cooks, custodians, secretary, aides, counselor, nurse, principal, all teachers and staff know all students.

At Davis Creek Elementary we use a variety of assessments to provide student data used to differentiate instruction, so that learning is meaningful and tailored to each student's needs. The on-going assessments determine our instruction. A skill is introduced and practiced, then assessed. Results of the assessment help teachers to plan enrichment for students who show mastery and tutorial for those who lack mastery.

We believe there is a direct connection among instructional strategies, student achievement, and our ability to modify teaching methods to meet the needs of the individual child. Staff members are always receptive to innovative research-based strategies to address multiple intelligences and learning styles.

5. **Professional Development:** Our school's professional development program and its impact on improving student achievement.

Professional Development is a priority in Cabell County's curriculum and instructional program. Cabell County schools embrace a data driven model to improve student achievement. The professional development program must focus on student achievement as well. A variety of staff development courses and workshops are offered during the summer months in a flexible manner to ensure that teachers find meaningful professional growth opportunities that meet their individual needs. Our district offers a stipend for after school hours to their employees to encourage and promote quality and highly trained teachers. If teachers choose not to take advantage of this opportunity, a substitute will be provided to the teacher for training during the school term. Our state and school calendars reflect promotion of professional growth by mandating staff development days, continuing education days, as well as instructional days.

All Davis Creek Elementary teachers participate in on-going district and school based staff development. Teachers meet bi-monthly for grade level meetings to discuss best practices, review student achievement data, enhance professional growth, and articulate the curriculum. District level reading and math facilitators attend these meetings at least every other month to provide assistance and training to enrich the curriculum. The reading and math facilitators work with the teachers as a team to review and discuss current research to focus on what each student needs in the area of reading and math. Nearly all of our assessments data results are computerized. The facilitators are essential with the various program of technical training for the staff. Student achievement data determines the content of professional development in our district.

PART VII - ASSESSMENT RESULTS

Davis Creek Elementary School West Virginia State Criterion – Referenced Tests West Virginia Educational Standards Test (WESTEST)

The West Virginia Educational Standards Test (WESTEST) was administered to Students for the first time April 2004. It replaced the SAT – 9 which was used for numerous years.

Test: West Virginia Educational Standards Test (WESTEST)
Edition/publication Year N/A 2004 Publisher: CTB McGraw Hill

Key: Novice, Partial Mastery, Mastery, Above Mastery, Distinguished
The numbers and percentages below refer to those students who score mastery and above.

READING

Grade Three	2004-2005	2003-2004
	May	April
School Scores		
% Distinguished	21%	13%
% Above Mastery	42%	43%
% Mastery	32%	39%
% At or Above Meets State Standards	95%	92%
Number of students tested	19	25
Percent of total students tested	100%	100%
Number of students alternatively assessed	**	***
Percent of students alternatively assessed	14%	16%
County Standards	81%	71%
State Standards	78%	72%
SUBGROUPS		
1. Economically Disadvantaged		
Number of students eligible for free/reduced meals	9	12
% of students eligible for free/reduced meals	47%	48%
% At or Above Proficiency	89%	100%
2. Ethnicity		
a. White		
% At or Above Mastery	94%	90%
b. Black		
% At or Above Proficiency	100%	*
3. Students With Disabilities		
% At or Above Mastery	100%	80%

*Not Applicable

**Three students were alternately assessed in 2004-2005

***Four students were alternately assessed in 2003-2004

Davis Creek Elementary School
West Virginia State Criterion – Referenced Tests
West Virginia Educational Standards Test (WESTEST)

The West Virginia Educational Standards Test (WESTEST) was administered to Students for the first time April 2004. It replaced the SAT – 9 which was used for numerous years.

Test: West Virginia Educational Standards Test (WESTEST)
Edition/publication Year N/A 2004 Publisher: CTB McGraw Hill

Key: Novice, Partial Mastery, Mastery, Above Mastery, Distinguished
The numbers and percentages below refer to those students who score mastery and above.

READING

Grade Four	2004-2005	2003-2004
	May	April
School Scores		
% Distinguished	0%	12%
% Above Mastery	43%	36%
% Mastery	48%	45%
% At or Above Meets State Standards	90%	94%
Number of students tested	21	33
Percent of total students tested	100%	100%
Number of students alternatively assessed	**	***
Percent of students alternatively assessed	29%	3%
County Standards	82%	76%
State Standards	81%	73%
SUBGROUPS		
1. Economically Disadvantaged		
Number of students eligible for free/reduced meals	12	11
% of students eligible for free/reduced meals	57%	33%
% At or Above Proficiency	74%	82%
2. Ethnicity		
a. White		
% At or Above Mastery	82%	94%
b. Black		
% At or Above Proficiency	73%	*
3. Students With Disabilities		
% At or Above Mastery	43%	67%

* Not applicable

** Medical Exemption for one student and five students alternately assessed in 2004-2005

***One student alternately assessed in 2003-2004

Davis Creek Elementary School
West Virginia State Criterion – Referenced Tests
West Virginia Educational Standards Test (WESTEST)

The West Virginia Educational Standards Test (WESTEST) was administered to Students for the first time April 2004. It replaced the SAT – 9 which was used for numerous years.

Test: West Virginia Educational Standards Test (WESTEST)
Edition/publication Year N/A 2004 Publisher: CTB McGraw Hill

Key: Novice, Partial Mastery, Mastery, Above Mastery, Distinguished
The numbers and percentages below refer to those students who score mastery and above.

READING

Grade Five	2004-2005	2003-2004
	May	April
School Scores		
% Distinguished	16%	13%
% Above Mastery	49%	43%
% Mastery	30%	39%
% At or Above Meets State Standards	95%	96%
Number of students tested	37	23
Percent of total students tested	100%	100%
Number of students alternatively assessed	**	***
Percent of students alternatively assessed	3%	9%
% At or Above Proficiency in County Standards	82%	82%
% At or Above Proficiency in State Standards	78%	76%
SUBGROUPS		
1. Economically Disadvantaged		
Number of students eligible for free/reduced meals	15	8
% of students eligible for free/reduced meals	41%	35%
% At or Above Proficiency	85%	89%
2. Ethnicity		
a. White		
% At or Above Mastery	95%	95%
b. Black		
% At or Above Proficiency	*	100%
3. Students With Disabilities		
% At or Above Mastery	100%	100%

*Not applicable

**One student alternately assessed in 2004-2005

***Two students alternately assessed in 2003-2004

Davis Creek Elementary School
West Virginia State Criterion – Referenced Tests
West Virginia Educational Standards Test (WESTEST)

The West Virginia Educational Standards Test (WESTEST) was administered to Students for the first time April 2004. It replaced the SAT – 9 which was used for numerous years.

Test: West Virginia Educational Standards Test (WESTEST)
Edition/publication Year N/A 2004 Publisher: CTB McGraw Hill

Key: Novice, Partial Mastery, Mastery, Above Mastery, Distinguished
The numbers and percentages below refer to those students who score mastery and above.

MATH

Grade Three	2004-2005	2003-2004
	May	April
School Scores		
% Distinguished	5%	5%
% Above Mastery	47%	33%
% Mastery	42%	48%
% At or Above Meets State Standards	95%	86%
Number of students tested	19	25
Percent of total students tested	100%	100%
Number of students alternatively assessed	**	***
Percent of students alternatively assessed	14%	16%
% At or Above Proficiency in County	75%	71%
% At or Above Proficiency in State	77%	72%
SUBGROUPS		
1. Economically Disadvantaged		
Number of students eligible for free/reduced meals	9	12
% of students eligible for free/reduced meals	47%	48%
% At or Above Proficiency	89%	100%
2. Ethnicity		
a. White	94%	86%
% At or Above Mastery		
b. Black		
% At or Above Proficiency	100%	*
3. Students With Disabilities		
% At or Above Proficiency	100%	80%

* Not applicable

**Three students alternately assessed in 2004-2005

***Four students alternately assessed in 2003-2004

Davis Creek Elementary School
West Virginia State Criterion – Referenced Tests
West Virginia Educational Standards Test (WESTEST)

The West Virginia Educational Standards Test (WESTEST) was administered to Students for the first time April 2004. It replaced the SAT – 9 which was used for numerous years.

Test: West Virginia Educational Standards Test (WESTEST)
Edition/publication Year N/A 2004 Publisher: CTB McGraw Hill

Key: Novice, Partial Mastery, Mastery, Above Mastery, Distinguished
The numbers and percentages below refer to those students who score mastery and above.

MATH

Grade Four	2004-2005	2003-2004
	May	April
School Scores		
% Distinguished	0%	21%
% Above Mastery	67%	39%
% Mastery	14%	33%
% At or Above Meets State Standards	81%	94%
Number of students tested	21	25
Percent of total students tested	100%	100%
Number of students alternatively assessed	**	***
Percent of students alternatively assessed	29%	3%
% At or Above Proficiency in County	72%	67%
% At or Above Proficiency in State	75%	69%
SUBGROUPS		
1. Economically Disadvantaged		
Number of students eligible for free/reduced meals	12	11
% of students eligible for free/reduced meals	57%	33%
% At or Above Proficiency	70%	91%
2. Ethnicity		
a. White		
% At or Above Mastery	81%	94%
b. Black		
% At or Above Proficiency	*	*
3. Students With Disabilities		
% At or Above Proficiency	67%	91%

* Not Applicable

** Medical Exemption for one student and five students alternately assessed in 2004-2005

***One student alternately assessed in 2003-2004

Davis Creek Elementary School
West Virginia State Criterion – Referenced Tests
West Virginia Educational Standards Test (WESTEST)

The West Virginia Educational Standards Test (WESTEST) was administered to Students for the first time April 2004. It replaced the SAT – 9 which was used for numerous years.

Test: West Virginia Educational Standards Test (WESTEST)
Edition/publication Year N/A 2004 Publisher: CTB McGraw Hill

Key: Novice, Partial Mastery, Mastery, Above Mastery, Distinguished
The numbers and percentages below refer to those students who score mastery and above.

MATH

Grade Five	2004-2005	2003-2004
	May	April
School Scores		
% Distinguished	14%	4%
% Above Mastery	30%	35%
% Mastery	51%	43%
% At or Above Meets State Standards	95%	82%
Number of students tested	37	23
Percent of total students tested	100%	100%
Number of students alternatively assessed	**	***
Percent of students alternatively assessed	3%	9%
% At or Above Proficiency in County	76%	77%
% At or Above Proficiency in State	74%	71%
SUBGROUPS		
1. Economically Disadvantaged		
Number of students eligible for free/reduced meals	15	8
% of students eligible for free/reduced meals	41%	35%
% At or Above Proficiency	92%	67%
2. Ethnicity		
a. White		
% At or Above Mastery	95%	81%
b. Black		
% At or Above Proficiency	*	100%
3. Students With Disabilities		
% At or Above Proficiency	****	****

* Not Applicable

**One student alternately assessed in 2004-2005

***Two students alternately assessed in 2003-2004

****Student taking test was significantly impaired. IEP team could not reach consensus for Alternate Assessment.

DAVIS CREEK ELEMENTARY
West Virginia State Criterion – Referenced Tests
West Virginia fourth Grade Writing Assessment

Writing Assessment (Grades 4,7,10) is a criterion-referenced test of the West Virginia Writing Standards and Objectives, which are part of the West Virginia CSOs by grade level. The purpose of this assessment is to inform instructional improvement and school improvement. The Writing Assessment results are used to make decisions and assist in school improvement efforts in reading and writing.

Key: Novice, Partial Mastery, Mastery, Above Mastery, Distinguished
The numbers and percentages below refer to those students who score mastery and above.

WRITING ASSESSMENT SCORES

Grade Four	2004-2005 March	2003-2004 March	2002-2003 March
School Scores			
%Distinguished	33%	18%	0%
%Above Mastery	28%	36%	45%
%Mastery	38%	39%	50%
%At or Above Mastery	100%	94%	96%
Numbers of students tested	21	33	22
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	**	***	
Percent of students alternatively assessed	29%	3%	0%
%At or Above Mastery for County	81%	81%	82%
%At or Above Mastery for State	74%	82%	82%
SUBGROUPS			
Number of students eligible for free/reduced meals	12	11	10

* West Virginia does not disaggregate data for subgroups for the Writing Assessment.

** Medical Exemption for one student and five students alternately assessed in 2004-2005

***One student alternately assessed in 2003-2004

DAVIS CREEK ELEMENTARY
West Virginia State Criterion-Referenced Test

Reading

Grade 3

Stanford Achievement Test

Edition/Publication Year: Ninth Edition 1996 Publisher: Harcourt Brace and Company

Scores are reported as percentiles:

	2002-2003	2001-2002	2000-2001
Testing month	April	April	April
SCHOOL SCORES			
Percent of Students in Fourth Quartile	55%	48%	51%
Percent of Students in Third Quartile	31%	37%	27%
Total Percent of Students in Third and Fourth Quartile	86%	85%	78%
Number of students tested	29	19	18
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	**		***
Percent of students alternatively assessed	3%	0%	10%
County Scores			
All Students	67%	69%	68%
State Scores			
All Students	58%	60%	59%
SUBGROUPS SCORES			
1. Economically Disadvantaged Students			
Number of students tested on free/reduced meals	14	8	10
Percent of students with free/reduced meals	47%	40%	50%

*SAT does not disaggregate scores into subgroups. When the number is less than 50, cells are suppressed.

**One student alternately assessed in 2002-2003

***Two students alternately assessed in 2000-2001

DAVIS CREEK ELEMENTARY
West Virginia State Criterion-Referenced Test

Reading

Grade 4

Stanford Achievement Test

Edition/Publication Year: Ninth Edition 1996 Publisher: Harcourt Brace and Company

Scores are reported as percentiles:

	2002-2003	2001-2002	2000-2001
Testing month	April	April	April
SCHOOL SCORES			
Percent of Students in Fourth Quartile	55%	45%	50%
Percent of Students in Third Quartile	25%	33%	25%
Total Percent of Students in Third and Fourth Quartile	80%	78%	75%
Number of students tested	20	18	32
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed		**	***
Percent of students alternatively assessed	0%	10%	3%
County Scores			
All Students	66%	62%	65%
State Scores			
All Students	58%	61%	61%
SUBGROUPS SCORES			
1. Economically Disadvantaged Students			
Number of students tested on free/reduced meals	10	11	22
Percent of students with free/reduced meals	50%	55%	67%

*SAT does not disaggregate scores into subgroups. When the number is less than 50, cells are suppressed.

**Two students alternately assessed 2001-2002

***One student alternately assessed 2000-2001

DAVIS CREEK ELEMENTARY
West Virginia State Criterion-Referenced Test

Reading

Grade 5

Stanford Achievement Test

Edition/Publication Year: Ninth Edition 1996 Publisher: Harcourt Brace and Company

Scores are reported as percentiles:

	2002-2003	2001-2002	2000-2001
Testing month	April	April	April
SCHOOL SCORES			
Percent of Students in Fourth Quartile	47%	45%	42%
Percent of Students in Third Quartile	37%	29%	48%
Total Percent of Students in Third and Fourth Quartile	84%	74%	90%
Number of students tested	19	31	21
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	**		***
Percent of students alternatively assessed	32%	0%	5%
County Scores			
All Students	64%	65%	65%
State Scores			
All Students	56%	61%	59%
SUBGROUPS SCORES			
1. Economically Disadvantaged Students			
Number of students tested on free/reduced meals	8	15	11
Percent of students with free/reduced meals	29%	48%	52%

*SAT does not disaggregate scores into subgroups. When the number is less than 50, cells are suppressed.

**Nine students alternatively assessed in 2002-2003

***One student alternately assessed in 2000-2001

DAVIS CREEK ELEMENTARY
West Virginia State Criterion-Referenced Test

Math

Grade 3

Stanford Achievement Test

Edition/Publication Year: Ninth Edition 1996 Publisher: Harcourt Brace and Company

Scores are reported as percentiles:

	2002-2003	2001-2002	2000-2001
Testing month	April	April	April
SCHOOL SCORES			
Percent of Students in Fourth Quartile	83%	84%	89%
Percent of Students in Third Quartile	10%	11%	6%
Total Percent of Students in Third and Fourth Quartile	93%	96%	95%
Number of students tested	29	18	18
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	**	0	***
Percent of students alternatively assessed	3%	0%	10%
County Scores			
All Students	79%	74%	74%
State Scores			
All Students	69%	72%	71%
SUBGROUPS SCORES			
1. Economically Disadvantaged Students			
Number of students tested on free/reduced meals	14	8	10
Percent of students with free/reduced meals	47%	40%	50%

*SAT does not disaggregate scores into subgroups. When the number is less than 50, cells are suppressed.

**One student alternately assessed in 2002-2003

***Two students alternately assessed in 2000-2001

DAVIS CREEK ELEMENTARY
West Virginia State Criterion-Referenced Test

Math

Grade 4

Stanford Achievement Test

Edition/Publication Year: Ninth Edition 1996 Publisher: Harcourt Brace and Company

Scores are reported as percentiles:

	2002-2003	2001-2002	2000-2001
Testing month	April	April	April
SCHOOL SCORES			
Percent of Students in Fourth Quartile	60%	72%	53%
Percent of Students in Third Quartile	25%	28%	31%
Total Percent of Students in Third and Fourth Quartile	85%	100%	84%
Number of students tested	20	18	32
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed		**	***
Percent of students alternatively assessed	0%	10%	3%
County Scores			
All Students	68%	68%	65%
State Scores			
All Students	64%	68%	68%
SUBGROUPS SCORES			
1. Economically Disadvantaged Students			
Number of students tested on free/reduced meals	10	11	22
Percent of students with free/reduced meals	50%	55%	67%

*SAT does not disaggregate scores into subgroups. When the number is less than 50, cells are suppressed.

**Two students alternately assessed in 2001-2002

***One student alternately assessed in 2000-2001

DAVIS CREEK ELEMENTARY
West Virginia State Criterion-Referenced Test

Math

Grade 5

Stanford Achievement Test

Edition/Publication Year: Ninth Edition 1996 Publisher: Harcourt Brace and Company

Scores are reported as percentiles:

	2002-2003	2001-2002	2000-2001
Testing month	April	April	April
SCHOOL SCORES			
Percent of Students in Fourth Quartile	58%	49%	48%
Percent of Students in Third Quartile	21%	32%	38%
Total Percent of Students in Third and Fourth Quartile	79%	81%	86%
Number of students tested	19	31	21
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	**		***
Percent of students alternatively assessed	32%	0%	5%
County Scores			
All Students	69%	70%	69%
State Scores			
All Students	62%	68%	67%
SUBGROUPS SCORES			
1. Economically Disadvantaged Students			
Number of students tested on free/reduced meals	8	15	11
Percent of students with free/reduced meals	29%	48%	52%

*SAT does not disaggregate scores into subgroups. When the number is less than 50, cells are suppressed.

**Nine students alternately assessed in 2002-2003

***One student alternately assessed in 2000-2001